



# Model Lesson Plan

## Social Studies

### Grade6

#### Topic 4 - Explaining Factors Causing Conflict and Cooperation

#### Stage 1 - Desired Results

##### Established Goals:

- Describe factors causing conflict and contributing to cooperation among groups, especially as such conflicts relate to MT Indians and MT Indian tribes. (GLE 6.2.1.)
- Practice the skills of making reasoned judgments using facts, and respecting another's viewpoints. (GLE 6.2.1)

##### Understandings:

- Students will know why and how misunderstandings in cross-cultural settings occur. [It's easy to misinterpret things people do in a cross-cultural setting. To keep from misunderstanding the behavior of individuals from another culture, you have to try to see the world from their point of view, not just yours.]
- Students will use accurate information to support statements they make in discussions of other cultures. Accurate information is supported by facts and reasoned judgments; an explanation made up of only opinion relies on the person's embedded values.
- Students will apply listening skills and point of view context as a means to identify misunderstandings and making reasoned judgments. Points of view and context(s) of a situation (the setting) should always be accurately identified in order to prevent misunderstandings.
- Students will continue to practice the steps of good decision making in classroom contexts involving rules enforcement, listening skills, resolving misunderstandings, and understanding the other person's point of view (review)

##### Essential Questions:

- How can I learn to see things from another culture's point of view? Why is it important?
- What skills do I need to utilize consistently to do this?
- Why is understanding a situation from another culture's point of view important?
- What are some good ways to avoid conflict and misunderstanding?
- How can respecting another's beliefs and actions, even though these differ from one's own beliefs and ideas, help?
- If you did develop these skills, how could it lead to greater harmony and understanding right in your own school and community?
- When you look at conflicts, what factors should you consider in making judgments about them? Where can you get the facts necessary?

##### *Students will be able to...*

- Keep a notebook or log of the new words ideas, and notes for the topics, and review this information at intervals decided by the teacher.
- Express their knowledge and skills, by determining their own levels of performance, using the rubrics provided.
- Identify and apply their knowledge of careful listening, making reasoned judgments, recognizing and tolerating the beliefs and actions of others, and what is fact, what is opinion.

#### Stage 2 - Assessment Evidence

##### Performance Tasks:

- View the DVD "Two Worlds at Two Medicine" [Source: Curly Bear Wagner—should be available in your school library.].
- Discuss the conflict which occurred, and its consequences at the time, and today.
- In dyads or in groups of 4, students complete the viewpoint and evidence organizer (see below); students will need time to discuss, prior to reporting out their results to the entire class. REPORTING THE RESULTS FOR ALL GROUPS IS ESSENTIAL TO STUDENT LEARNING. All students turn in (for a grade) their own copy of the Viewpoint and Evidence Organizer.

##### Other Evidence:



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### Stage 3 - Learning Plan

#### Learning Activities:

- W= Students receive the assignment and expectations, including the list of vocabulary and concepts they are expected to know, the Essential Questions, Understandings, and the materials they need to complete their work. They will need the Organizer described in the lesson plan that follows.
- H= Teacher and students discuss the big ideas and Essential Questions. These Essential Questions may have more than one answer, depending on viewpoints expressed. Essential questions are designed to make students think carefully. Students and teacher view the DVD Two Worlds at Two Medicine [Source: Curly Bear Wagner].
- E= Teacher guides the ensuing discussion and class activities, ensuring that students as a group, and in discussion, understand the implications of aspects of a culture. Respect for all viewpoints should be honored by all students.
- R= Students discuss what they have learned in small groups. How is this particular encounter viewed today by the Blackfeet? By others? The purpose is to learn more, and where necessary, revise their ideas, based on their understandings. It is essential that all viewpoints are honored.
- E= Students evaluate their work, telling (write/tell) what they have learned about the encounter at Two Medicine, and how it has influenced relations between the Blackfeet and white culture today (this can be in a journal, or in their notes—but these should be retained by the student as a part of their work efforts on this assignment).
- T= Students who are not able to complete all features of the assignment (they may have an IEP, for example) should complete activities based on their different needs and abilities.
- O= This will take a few days for the assignments and discussion. Discussion of essential questions about cultural confrontations and misunderstandings is essential.

#### Vocabulary/Concepts:

**Conflict** Results from opposing needs, drives, wishes and internal or external demands.

**Cross-cultural setting** A setting which requires the understanding of another's culture.

**Fact** A statement or an idea that is known to be true; it is backed up by proven details.

A **reasoned judgment** relies on factual information which supports the belief being made. When making a reasoned judgment, one might use words such as believe and probably. These words indicate that a judgment is being made.

An **opinion** is just that—someone's opinion. Some of the clue words and phrases which an opinion giver might use include I feel, I think, "good", "best".

**Point of View** The standpoint from which something is considered or valued. An author presents a story from a certain perspective or vantage point. Stories are usually told from **first-person** or **third-person point** of view. In a **first-person point of view** story, a character tells the story; the reader learns only what the character knows, thinks, and feels. In a **third-person point of view story**, the story is told by a narrator outside the story or narrative; this narrator makes observations.

**Propaganda Techniques** are methods—not based in fact, and used to make persuasive arguments. Critical readers identify these techniques so that they can identify when fuzzy thinking has occurred, or when an argument deliberately appeals to emotion.

**Tolerance** Respecting beliefs and actions which differ from one's own beliefs and ideas.



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### VIEWPOINT AND EVIDENCE ORGANIZER

- This type of note taking helps you decide an author's opinion and viewpoint. Examine what has been written or said in order to identify the types of evidence the author has used (facts & statistics, author's personal experiences, experts say, eyewitness accounts). Note that not all of these are always used by an author—only some may be used.
- Identify the types of evidence (and your proof, using examples from the selection you have read or viewed), to help you decide what the author used to persuade you.

- SUBJECT or TOPIC

#### AUTHOR'S VIEWPOINT/IDEAS

- | Facts<br>& Statistics | Personal<br>Experiences | Experts Say: | Eyewitness<br>Accounts |
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- Your conclusions about the author's writing: \_\_\_\_\_

- Note Organizer Format:

- Use this type of evidence organizer whenever you are reading to decide author opinion in a selection. Keep this format example in your Notebook, but plan to write notes in this format directly into the notebook in future lessons. This skill must be practiced many times before it becomes a natural way of thinking for you. PRACTICE in all subjects, not just in reading and social studies.

- --Adapted from Great Source Education Group's Viewpoint and Evidence Organizer, p. 683, Reader's Handbook: A Student Guide for Reading and Learning, 2002.